

Video Transcript Edit
The Iowa Professional Development Model

Segment 3A – Collaboration

Note: The speaker represents one of the Iowa case study districts that began applying the Iowa Professional Development Model in 2004.

We have what we call “Team Tuesday.” Tuesdays are blocked out and the conference room in the main office is where the teams meet. I try and go to the team meetings, and I’m successful a majority of the day. Our vice principals try to attend the meetings, and they’re successful a majority of the day. Our support team—our building social worker, our psychologist, our Special Ed consultants—each have three teams and they are at those team meetings.

With the new focus on their agenda, again just like at the faculty meeting, they dedicate a portion to student achievement, and what they’re doing about reading, and that is on the agenda, and it has a dedicated time. It has made a difference. It has changed the emphasis on what are we doing. If we’re out of sync with what we’re learning, we know we change it.

We had embedded staff development, or embedded professional development. How is this different? Well, again, on Team Tuesdays, on the fourth Tuesday of every month, the business is not of the teams and what is happening right then, but it is on our focus. This year we were doing teaching curriculum at all levels with reading and science as the focus.

So we went to the science teachers, and they came back and said, We notice that these are the things that are giving the students the most difficulty, and it is going to sound like a reading list: [the difficulties are] reading of tables, reading of graphs, cause and effect, sequencing. There were nine topics that came up, and what our staff members do is—we have our experts right there on staff, and they’re the ones that provide the staff development. Again AEA is that partner that comes in and the partner that helps us find the best practice.